**California Department of Education**
**2015 California Gold Ribbon School Program**

**Exemplary Arts Education Program ~ Instructions**

⭐ ⭐ ⭐ ⭐

County-District-School (CDS) Code – 14 Digits                    County Name

District Name

School Name (*If your school is selected for honors, this school name will be engraved on the award plaque.*)

Mailing Address                                            City and Zip Code

Area Code and Phone Number          Ext.                Area Code and Fax Number

Principal's Name                                          District Superintendent's Name

Principal's E-mail Address                               District Superintendent's e-mail

⭐ ⭐ ⭐ ⭐

**What to mail:**     Complete Application (Parts I and II)

**Due dates:**        Letter of Intent (courtesy**):** December 19, 2014
                      Gold Ribbon and Arts Education applications: **January 20, 2015**
                      *(January 20th date is the postmark date)*

**Mail to:**          California Gold Ribbon School Program - Awards Team
                      California Department of Education
                      1430 N Street, Suite 5602        P.O. Box 515006
                      Sacramento, CA 95814             Sacramento, CA 95851-5006

**Web page:**         http://www.cde.ca.gov/ta/sr/cs/

**Questions:**        Awards Unit at 916-319-0842 or Awards@cde.ca.gov

i

# Table of Contents

# APPLICATION REQUIREMENTS

## About the Application

### Downloadable Application

The 2015 Exemplary Arts Education Application must be completed using the application forms on the California Department of Education's (CDE) Gold Ribbon Schools Program Web page located at http://www.cde.ca.gov/ta/sr/gr/. The application forms must be downloaded and saved to a directory or desktop before data entry begins.

### Application Components

The 2015 Exemplary Arts Education Application contains the following parts:

- Part I
    - Cover Page
    - School Demographics
    - Arts Education Demographics
    - Directions to Your School
    - Arts Education Synopsis
- Part II
    - School Programs and Processes, Themes 1-7

## Application Formatting

### Paper, Spacing, and Fonts

Part I is a Fill-In Form that is locked so that the question content, spacing, font type, font size, and margins may not be altered. The default font is Arial 12. The default margins are ¾" on the right, left, top, and bottom. The form contains text and numeric fields that appear as small gray boxes for data entry, and are limited to a specific number of characters. This part must be printed on standard 8½" by 11" white paper. Applications that fail to use this format will not be reviewed.

Part II is not locked and will allow the use of bold, italic, and underline in the narrative text. The font type and size must be Arial 12. The margins must be ¾" on the right, left, top, and bottom. Modification of font type, font size, or margins is not acceptable. This part must be printed on standard 8 ½" by 11" white paper. Applications that fail to use this format will not be reviewed.

### Space Limitations for Narrative Responses

Space limitations for the Arts Program Synopsis and School Programs and Processes, Themes 1-7 narrative responses will be strictly enforced. If additional pages or attachments are added beyond the number of pages specified in the application instructions, the additional pages and/or attachments will be removed before the application is reviewed.

Part I – Arts Program Synopsis: This item requires a narrative response that is limited to one (1) page. Paragraphs may have either a first line indent of five spaces, or may be separated by a blank line.

Part II – School Programs and Processes: This item requires narrative responses which may not exceed a total of eight (8) pages. Paragraphs may have either a first line indent of five spaces, or may be separated by a blank line.

## Graphic Images

Use of tables, charts, and/or photos are not allowed in Part I. In Part II, it is acceptable to include tables, charts, or photos, which may be presented in color. The font size for text that appears in these graphic images may be smaller than the Arial 12 font required for narrative text; however, the font size may not be smaller than Arial 8.

## Sequence and Pagination

Assemble the 2015 Exemplary Arts Education Application as follows:

- Part I
  - Cover Page                                            p. 1
  - School Demographics                                   p. 2
  - Arts Education Demographics                           p. 3-4
  - Directions to Your School                             p. 5
  - Arts Education Synopsis                               p. 6
- Part II
  - School Programs and Processes, Themes 1-7            pp. 7-14

# Submitting the Application Package

## Preparing the Application

Prepare one (1) original copy of the application printed single-sided and an additional three (3) copies printed back-to-back. The original and copies must be stapled in the upper left-hand corner and submitted without decorative covers or bindings. Review the copies to make sure that photocopying has not resulted in missing or non-sequential pages.

## Sending the Application

Submit one (1) original and three (3) copies of the complete application Parts I and II, as described above in "Preparing the Application." We recommend that you send the application package by registered mail, FedEx, UPS, or another method that allows the package to be tracked. **The applications must be postmarked no later than January 20, 2015.**

Mail to:    California Gold Ribbon Schools Program- Awards Team
            California Department of Education
            1430 N Street, Suite 5602        P.O. Box 515006
            Sacramento, CA 95814             Sacramento, CA 95851-5006

# COMPLETING THE APPLICATION

## Part I

### Cover Page

The cover page of the application is primarily designated for current school contact information. The 14-digit county-district-school (CDS) code may be found on the CDE California School Directory Web page at http://www.cde.ca.gov/re/gr/.

In the School Name field, list your school as you would like it to be engraved on your award plaque and announced to the news media if your Arts Program is selected for honors.

The cover page requires the signatures of the principal and the district superintendent (or an authorized designee). The individuals signing the document certify that they have reviewed the content of the application and it is complete and accurate. The signatures also certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;

- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and

- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

### Visual and Performing Arts or Arts, Media, and Entertainment Education Program Demographics

The requested School Demographics page and the Arts Education data is about your school.

### Directions to Your School

The application requests that you provide travel directions to your school to be used by the site visit team members if your school is selected as a statewide nominee. The site visit team will be scheduled by High School Innovations and Initiatives Office and will typically include a combination of county office staff and educators from counties or school districts other than your own.

### Arts Education Synopsis

Enter your School Name, Arts Education Vision Statement, and Arts Education Synopsis Narrative. Limit your response to one page. No graphic images are allowed in the Arts Program Synopsis.

In the Arts Education Synopsis Narrative, provide a brief, colorful description of your school's Arts Education program that will highlight the main topics in Part II – School Programs and Processes. Summarize your Arts program's strengths and accomplishments, focusing on the importance of arts education in your school's overall program. Omit testimonials about how

much your school deserves the award. The evaluators will not score the synopsis, but it will provide them with important background information for understanding your Arts program.

Use the space available for the Arts Education Program Synopsis Narrative wisely, as you would for a news release. Please be sure that there are no typographical mistakes or grammatical errors. If your Arts Education Program is selected for honors, your Arts Education Synopsis Narrative will be made available to the news media upon request.

# Part II

## School Programs and Processes Themes

The overall framework of selection criteria for the California Gold Ribbon Schools Program is contained in the scoring rubric. The criteria are organized into the following seven (7) themes:

1. Program Administration, Assessment, and Accountability
2. Curriculum and Instruction
3. Assessment
4. Student Support
5. Professional Development
6. Community Involvement and Collaboration
7. Resources, Facilities, and Funding

## Quality Statements

Each of the seven (7) themes in the scoring rubric presents quality statements that will be used by the evaluators when scoring the response to each theme. It is critical that as the narrative response for each theme of the application is being developed, all of the corresponding quality statements in the scoring rubric be carefully reviewed and addressed. Arts Education curriculum and instruction must be aligned to the Visual and Performing Arts Content Standards for California Public Schools. Arts Media and Entertainment (AME) curriculum must be aligned to the revised Arts, Media, and Entertainment Model Curriculum Standards. One reason for low scoring applications is that narrative responses are based solely upon the overarching question or the discussion questions. High scoring applications reflect comprehensive responses based upon addressing all of the quality statements that appear in the scoring rubric.

## Attributes of a Strong Response

The application should accurately describe your school and the community it serves and reflect the school demographics in Part I. All of this information will be subject to validation during a site visit if your school is selected as a statewide nominee.

In order to receive a high score, it is important to make sure that **all** quality statements for each of the seven (7) themes of the scoring rubric are addressed. For each theme, specific examples and data should be included to support your responses. That is, provide a vivid, illustrative example or description for the evaluator in order to communicate a "picture" of what happens at your school, how and why, who is involved, etc. Avoid generalized statements

such as "we do that." Simply restating the language in the rubric in the affirmative or including generalized statements will result in a rating of "two" on the three-point rubric.

Keep in mind that quantitative data always strengthen responses. For example, "Last school year, our volunteer logs documented that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z" presents far more information than "There is a high level of parent involvement."

## Cross-Referencing

The school's writing team will decide how much space to allocate for each of the seven (7) themes within the overall limitation of eight (8) pages for Part II of the application. In order to make maximum use of limited space, you need not repeat the same information for different themes. Because many of the areas of discussion are related and impact each other, we recommend that you cross-reference to conserve space and avoid repetition. Specify the location of related information for the evaluator, for example, "(see p. 5, par. 2)." Make sure each theme is clearly addressed before referring to additional information. Evaluators prefer to spend a minimum amount of time searching through an application for evidence not directly contained in a response or reference.

## Editing

A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. **There must be schoolwide input, written by a collaborative group, but the final application should speak to the evaluator with a "single voice."** The quality of the written presentation influences the evaluators' assessments. Therefore, it is important to designate a competent editor to assist with the final document.

The principal of each school is responsible for ensuring the accuracy and completeness of the final application. The principal should personally ensure that each of the seven (7) themes of the scoring rubric has been fully and accurately addressed and that the formatting of the application complies with the technical specifications.